DOCUMENT RESUME

ED 112 626 EC 080 174

AUTHOR Barnes, Milford E.
TITLE The Gifted Child: Today and Tomorrow.
INSTITUTION Pennsylvania Association for the Study and Education of the Mentally Gifted.
PUB DATE 74
NOTE 49p.; Highlights of the 1974 PASEMG Conference at Pennsylvania State University

EDRS PRICE MF-$0.76 HC-$1.95 Plus Postage
DESCRIPTORS Conference Reports; *Creativity; *Curriculum Development; Exceptional Child Education; Financial Support; *Gifted; Legislation; Parent Associations; *Parent Role; Program Planning; Research Reviews (Publications); *Teacher Role

ABSTRACT

Reported are the proceedings from a 1974 conference on programing for gifted children which was sponsored by the Pennsylvania Association for the Study and Education of the Mentally Gifted. Reviewed in a keynote address by J. Gowan are 12 outstanding research studies conducted during the past 25 years regarding identification and education of gifted students, and discussed are curricular models for stimulating their development and creativity. Discussed in a section on parent involvement are state and federal legislation, funding and special education policies concerning programs for the gifted (N. Bingaman); procedures for launching parent groups (S. Gutin and R. Manning); and suggestions for fostering giftedness, insuring appropriate public school opportunities, and raising the gifted child in a single parent family (J. Gowan). A final section on teacher involvement contains three brief papers on humanities (J. Farr); Stimulating creativity (L. Roslund and M. Stitt); and guidance for teachers. (LH)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED112626

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

EC

THE GIFTED CHILD: Today and Tomorrow

PENNSYLVANIA ASSOCIATION
FOR THE STUDY AND EDUCATION
OF THE MENTALLY GIFTED

Highlights of the
1974 PASEMG Conference
at Pennsylvania State University

EC 080174

THE GIFTED CHILD:

Today and Tomorrow

PENNSYLVANIA ASSOCIATION
FOR THE STUDY AND EDUCATION
OF THE MENTALLY GIFTED

Highlights of the
1974 PASEMG Conference
at Pennsylvania State University

PREFACE

During the past decade, American education has witnessed a change in attitude toward the gifted. Special instructional programs for these special youngsters are on the rise, as educators receive greater support from federal, state, and local agencies. This is not to say, however, that the dilemma over adequate programming has been solved. Meaningful parleys between parents and school officials along with quantities of research, are needed so that gifted children are ensured the right to an appropriate education.

To many who are deeply involved with the education of the mentally gifted, PASEMG is a most familiar operation. This organization through its' conferences, workshops and newsletters has since 1951 been vital in campaigning the cause of gifted education. PASEMG unlike similar organizations, has not been simply a vehicle for professionals in the field, but has included parents as well in its construct, thus enabling the establishment of considerable "grass roots" action for the good of gifted youngsters.

These proceedings from the 1974 PASEMG Conference at Pennsylvania State University are dedicated to this most important force, the parents of gifted children. First, we are honored to present the timely words of John C. Gowan, a noted leader in the area of gifted education. Then,

the informative texts of each discussion session are offered. These practical meetings have been organized under two headings, those dealing with parental concerns and those with teacher concerns.

It is hoped that every conference participant and educator reading this material will find something germane to his particular scholastic interests. The material presented should at least be a reassuring measure that this organization is thoroughly involved in the gifted child's present and future welfare in society.

CONTENTS

PART I--KEYNOTE ADDRESS

Page

Introduction. 1

The Gifted Child: Today and Tomorrow
by John C. Gowan. 2

PART II--PARENT INVOLVEMENT

Status of Gifted Education
at State and Federal Levels
by Noretta Bingaman 12

Launching Parent Groups
by Stanley Gutin and Randall Manning. 18

Guidance for Parents of Gifted Children
by John C. Gowan. 31

PART III--TEACHER INVOLVEMENT

Humanities for the Gifted
by Jean Farr. 35

Exploring Creativity
by Louise Roslund and Marion Stitt. 38

Guidance for Teachers of the Gifted
by John C. Gowan. 40

Part I

KEYNOTE ADDRESS

INTRODUCTION

John C. Gowan has published widely across the United States. He is well-known for his articles and books on creativity and guidance for gifted children. Dr. Gowan also produced the first annotated bibliographies for material in the area of the gifted. He has been cited as one of the 100 most prolific educational researchers in the U. S. by the Institute of Higher Education. Furthermore, he has held many national offices of distinction, including President of the Association for the Gifted (TAG), a division of the Council for Exceptional Children (CEC). At present, he is President of the National Association for Gifted Children (NAGC).

Dr. Gowan discusses curricular models for stimulating development and creativity by presenting outstanding research studies conducted over the past two decades. He maintains that such research can reveal some provocative techniques for identifying and educating the gifted child.

THE GIFTED CHILD: TODAY AND TOMORROW

John C. Gowan

Professor of Education
California State University
Los Angeles, California

It is now a quarter of a century since January 1, 1950. During this important interval, when enormous changes have taken place in every facet of American culture, what progress has been made in our research and theories about gifted children?

Before answering this question, let us note for the benefit of our younger readers, a few of the changes which have taken place in educational psychology and practice during that time. Some of these, with respect to the academically talented, have been well documented by Dr. Charles Bish in an adjacent article, but further comment is justified here. It was this quarter century that saw the rise of federal funding and intervention in education of all kinds, from the Supreme Court decision regarding segregation through NDEA, and ESEA to the present activist stance of the USOE, which has now included the NIE and the new Federal Education Act (just signed by President Ford) which specifically allocates moneys for the gifted and talented. It has seen man explode the hydrogen bomb, and go to

the moon, develop computer and contraceptive technology (both with fundamental impact on educational curriculum); it has witnessed student activism, women's liberation, and mass inflation, all of which will exert profound if subtle influences on the future educational picture. It is a very different world we live in in 1975 than we did in 1950.

In comparison with these enormous changes in American values and life styles, it is really surprising to find only modest changes in theory and research on the academically talented during this period. Perhaps this failure has been due to the fact that we have been looking in the wrong places. In the long journey of development from an art to a science, thinkers are generally saddled with a number of specious but easy-to-accept concepts which are no better than symptoms of the problem, but have no real relationship to the basic underlying variables. For example, for two thousand years science slept while philosophers based their theories on the attractive but fallacious concept of the "four elements" (earth, air, fire, and water). In the 19th Century when scientists finally came to an understanding of what elements really were (as seen in Mendeleev's Periodic Table), this orthocognitive concept fueled a blast-off of scientific advance which has now literally put mankind in orbit. It is probable that a similar escalation in behavioral science only awaits discovery of the basic parameters. Nowhere is this phenomenon better seen than in gifted child research which has turned up dry hole after dry hole in such investigations as (a) grouping, acceleration, and enrichment, (b) underachievement, and (c) personality studies of the gifted. Furthermore, we still cannot answer the following basic questions for lack of proper research and/or theory:

1. How can we intervene educationally to promote more creative adults?

2. What should a differentiated curriculum for the gifted be like?

3. How should a gifted child program be administered, and what cost-benefit ratio should be sought?

4. What are the specific environmental details favoring or retarding the development of creativity in gifted children?

What are the significant research milestones that do stand out during this past quarter-century? I would like to select twelve such benchmarks which seem to vary from the ordinary in that they contain some definitive departure from the past.

First and foremost is Guilford's Structure of Intellect theory (Guilford:1967). This factor-analytic advance over Terman's unifactor concept of "g" has enormous implications for identification and curriculum intervention, most of which have not been explicated at present.

Second is the middle life follow-up study of Terman and Oden (1959) gifted children, which among other things showed that (a) mental age in these people kept increasing through fifty, and (b) one-third of the children of these "termites" were above the 130 IQ level. The developmental and genetic implications of these two facts need further emphasis, which can come only through more longitudinal studies, of which we have none at present.

Third is the importance of "predisposing guidance" as noted in Brandweins' forgotten classic The Gifted Child as a Future Scientist (1955). While we have accepted similar facts with regard

to athletic coaches, Brandwein was the first to spell out the necessary parameters for the training of talent.

Fourth is the remarkable study of Borsall and Stellfre (1959) on the personality of gifted children, which showed that personality differences were due not to intelligence but to socioeconomic class differences. As long as we continue to ignore SES differences, and sweep them under the rug we shall be in the position of the animals in Orwell's Animal Farm ("all the animals are equal but the pigs are more equal than anyone else"), but if we would pay attention to this important auxilliary variable, we might research as way to "synthesize" SES through early educational intervention.

Fifth, the Pegnato and Birch (1959) research on identification procedures deserves much more careful attention. Pegnato showed that both the efficiency and effectiveness of various identification screens were much less than had been assumed, and thus laid the basis for sound research on identification, which has unfortunately generally not followed his insightful lead.

Sixth was the Getzels and Jackson study on the interrelationships between creativity and giftedness (1962). This famous book changed for all time the focus of gifted child education, making its auxilliary to the production of creative adults.

Seventh has been the multivaried investigation of Torrance (1962,1964) on developing creativity in children and his attempts to measure it via the Torrance tests. While we still do not know the reason for the slump in creativity at the fourth grade, his research has fueled a generation of younger scholars.

Eighth has been the Aschner and Gallagher studies at Illinois (1961) in using the SOI in the classroom to develop curriculum. It is a pity that this work was not further funded, and that the professional activities of Aschner were cut short. In later times, this type of activity has been forwarded by Frank Williams (1971), Mary Meeker (1969), and Charles Gray and Richard Youngs (1974).

Ninth was the DeWitt Clinton High School study of Goldberg and Passow (1958), one of the few adequate school surveys of the gifted ever recorded. It showed among other things that improvement in underachievers required assistance with learning skills and identification with a supportive teacher.

Tenth has been the brilliant studies by Ertl (1966) on the instantaneous measurement of intelligence by means of speed of reaction to a light ray. While this method depends on the concept of "g" as "conductance of the central nervous system" it has important and novel implications which need to be tested.

Eleventh has been the developmental theories of Erikson and Piaget on cognitive and affective developmental stages which have been fused by the writer (1972) into the Periodic developmental stage theory which for the first time attempts explanation of some of the reasons which cause gifted children to develop as they do. (Example: the reaching of verbal readiness while still in the initiative-intuitive "fantasy" stage from four to six gives the gifted child a much better hold on verbal creativity).

Last but not least has been the progression of identification procedures from the Stanford Binet type of test to biographical information as seen in the Alpha Biographical Inventory of Taylor, the doctoral of Malone (1974), and some of the work of Torrance,

Khatena (1973), and Bruch (1973). This is an important advance which is just beginning to make its presence felt.

As one looks at this research in an effort to classify it, one finds four items in the area of intelligence and its identification, three in the area of curriculum, and two each in the area of development and creativity. These four are evidently the areas that need pursuing. In an effort to make that pursuit more productive in the years ahead we suggest that a shift should be made from surface symptoms to underlying basic concepts as follows:

1. Surface symptom: Intelligence; basic concept: Structure of Intellect factors. Research will be retarded as long as we are hung up on the misleading stereotype of unifactor intelligence; we need to adopt fully the concept that there are many factors of intellect.

2. Surface symptom: Gifted child; basic concept: creative individual. The concept that we should focus on a gifted child defined as one who has an arbitrary intelligence quotient is no longer viable. In the first place, a definition depending upon an arbitrary level of IQ is obviously superficial; in the second place, giftedness represents only potentiality: the major variable is creativity. We should redefine giftedness therefore as the potential to become verbally creative, and talentedness as the potential to become nonverbally creative.

3. Surface symptom: Chronological growth; basic concept: developmental stages. Development is to growth as quality is to quantity. Development is step-wise and epigenetic; and discontinuous; growth is continuous and in the form of an exponential curve.

4. Surface symptom: Acceleration, enrichment, and grouping; basic concept: a qualitatively differentiated curriculum capable of inducing creative performance based on the stimulation of SOI factors, at appropriate development levels. This task is the hardest to do, since it requires a strong subject background and educational expertise on the part of the curriculum developer, plus knowledge both of SOI and developmental theory. It is, however, absolutely indispensible, if we are properly to perform our task as teachers of the able.

Let us take a leaf from physical education where all this is so much clearer. There a coach knows what he is looking for: athletic performance. He recruits likely candidates and stimulates whatever abilities they present; he thus both recruits and develops athletic talent. He would never think of suggestion that a man eight feet tall become a coxswain instead of a basketball player or that a man five feet tall should reverse the roles. He has a qualititatively different curriculum, which is practiced intensively, and no one regards him as an elitist for insisting that his charges have special and extra training. For him, physical education is the stimulation of the talents presented by his students to their ultimate maximum. And when he does this, we honor him, pay him a large salary, and brag that he has produced an All American player or an Olympic star.

When our society wakes up to the fact that the production of creative talent is equally as important as the production of professional football players, perhaps even a little more so, we will be able to face the challenges of this and the next century with a mentality somewhat advanced from that of the Roman emperors.

"Bread and circuses" may be a panacea for the Roman mobs as "hamburgers and TV" are for us today, but only creative talent will solve some of the more pressing challanges of this and the next century. The youth we educate today will be just in time for that encounter. It is not a bit too early to commence on our considerable task.

BIBLIOGRAPHY

Aschner, Mary The Productive Thinking of Gifted Children In The Classroom. Urbana: University of Illinois Institute on Research on Exceptional Children, (mimeo. 1961 see also Aschner M & Bish, C. E. Productive Thinking in Education. Washington: NEA, 1963, 1968)

Bonsall, M. & Stellfre, B. "The Temperament of Gifted Children", California Journal of Educational Research 6:162-65, 1955

Brandwein, P. The Gifted Child as a Future Scientist. New York: Harcourt Brace, 1955

Bruch, C. "The Creative Stanford-Binet" Athens, Ga.: University of Georgia, (mimeo), 1973

Ertl, J. P. "Evoked Potentials & Intelligence" Revue de Universite d'Ottawa 36:4:599-607, 1966

Getzels, J. W. and Jackson, P. W. Creativity and Intelligence. New York: J. Wiley & Sons, 1962

Goldberg, M. & Passow, A. H. "A Study of Underachieving Gifted" Educational Leadership 16:121-25, 1958 (see also High Points 41:5-35, 1959

Gowan, J. C. The Development of the Creative Individual. San Diego: Knapp Pub. Co. 1972

Gray C. and Youngs R. "Utilizing the Divergent Production Matrix of the Structure of Intellect Model in the Development of Teaching Strategies" Gifted Child Quarterly Fall 1974

Guilford, J. P. The Nature of Human Intelligence New York: McGraw-Hill, 1967

Khatena, J. "Imagination Imagery of Children and the Production of Analogy" (this issue)

Malone, C. E. and Moonan, W. J. "Behavioral Identification of Gifted Children" (this issue)

Meeker, Mary The Structure of Intellect: Its Interpretation and Use Columbus, Ohio: C. E. Merrill, 1969

Pegnato, C. V. and Birch, J. W. "Locating Gifted Children in Junior High School" Exceptional Children 25:300-304, 1959; (see Dissertation Abstracts) 18:1254, 1958

Taylor, C. and others Biographical Information in the Prediction of Multiple Criteria of Success in Science (University of Utah, Salt Lake City) NASA Research Project, NASA-105, 1964

Terman, L. M. and Oden, Melita. The Gifted Group at Mid-Life: (Vol. V) Genetic Studies of Genius. Stanford University Press, 1959

Torrance, E. P. Rewarding Creative Behavior Prentice-Hall, 1962; Guiding Creative Talent, Prentice-Hall, 1964

Williams, F. "Models for Encouraging Creativity in the Classroom" (p222-234) in Gowan, J. C. & Torrance, E. P. Educating the Gifted

Part II

PARENT INVOLVEMENT

STATUS OF GIFTED EDUCATION AT STATE AND FEDERAL LEVELS

Noretta Bingaman

Regional Advisor
Division of Special Education
Harrisburg, Pennsylvania

ON THE FEDERAL FRONT

As most of you know, Federal legislation for the gifted and talented became a reality with the passage of the Education Amendments of 1974. Section 404 (a part of the Special Project Act) gives statutory authority to our office to administer the programs and projects authorized by the legislation and to coordinate all programs for gifted and talented children and youth which are administered by the Office of Education.

The legislation provides for the following:

"grants to State educational agencies and local educational agencies to assist in the planning, development, operation, and improvement of programs and projects designed to meet the special educational needs of gifted and talented children at the preschool and elementary and secondary school levels";

"grants to State education agencies for purposes of establishing and maintaining, directly or through grants to institutions of higher education, a program for training educators of the gifted and talented and their supervisors";

"grants to institutions of higher education, non-profit agencies or institutions for leadership training, including internships with local, State or Federal agencies and other public or private groups";

"contacts for the establishment and operation of model projects for the identification and education of special target populations of gifted and talented children, including such activities as career education, bilingual education, and programs of education for handicapped children and for educationally disadvantaged children"; and

"dissemination to the public of information pertaining to education of the gifted and talented."

The appropriation for this program will become available first in Fiscal Year 1976, which begins July 1, 1975. The budget request by the Administration is for $2.56 million. The Office for Gifted and Talented has been working with the Office of General Counsel, assisted by public advisors, to develop the regulations for administration of this program. Draft regulations are scheduled for publication in the Federal Register in April 1975, and program announcements and requests for proposals giving notice of application deadlines and procedures will be published by July 1975. Persons who want to receive this information may obtain it either from the Federal Register or by writing to this office or your states requesting that information be sent when it becomes available. All program announcements and guidelines will be mailed to the fifty states and territories when they become available.

With the expectation of enormous interest in this program and the stringencies imposed by limited resources, strategies for obtaining maximum benefit from approved projects become more important than ever. All projects are to be funded on a competitive basis--that is, there is no formula for distribution as exists for State grant programs. This

means that every application will be reviewed on a fully competitive basis by qualified readers from the field and the Office of Education. Awards will be made on the basis of review criteria which emphasize the planned coordination of already existing resources within a State or locality, multi-institutional cooperation, high-quality activities which achieve a multiplier effect, dissemination and replication of project outcomes, general effectiveness, and cost efficiency.

If tentative plans are approved and funding becomes available, we plan to support five categories of activities:

1. The majority of the funds will be used to fund 12 to 15 state comprehensive programs each of which might contain one or more coordinated model local education agency projects, provision for integrated in-service teacher-training through institutions of higher education, and a state grant which could include funds for any number of activities from planning to internships or scholarships for gifted youth. Due to the shortage of funding, most local education agency projects funded in FY 76 will be included as a part of these comprehensive state packages. Most of the programs will be funded for two years with competitive renewals for the second year (Approximately $1.7 million during FY 76).

2. The training of 12 to 15 leaders per year for the gifted and talented through a consortium of academic institutions and internships. A major project will be funded creating a consortium of institutions which will grant graduate academic credit and degrees to potential leaders for work pursued at any of the consortium institutions and internship work with a national, regional or local organization. (Approximately $250,000 during FY '76).

3. A project to provide communication, technical support, training, educational information and services, planning and evaluation to local, state, regional and national education agencies and associations. This project will coordinate with and be supportive of the various other local, state and national projects funded under the legislation. Though this project will receive a major proportion of its funding from the Federal government, it is expected to generate a proportion of its revenue from quality services and products rendered to states, local agencies and other organizations. (Approximately $175,000 during FY 76).

4. A small amount of money will be used to support approximately 5 to 8 contracts which will be made to demonstrate activities of an exemplary nature which show response to major identifiable needs for special target groups of gifted and talented youth such as the culturally different, bilingual, handicapped, educationally disadvantaged and career education projects. RFP's will be issued soliciting proposals for exemplary projects which have national implications. Projects must demonstrate high probability of success, replicability, and an economy of resources. Federal funds will not be used for basic support, but rather will supply critical services which promote validation, evaluation, replication, and dissemination of the model. (Approximately $250,000 for FY 76).

5. An analysis of requirements will be funded to identify the critical information materials most needed by practitioners working with the gifted (teachers, administrators, parents, and students). After the priority information needs are identified further contracts will be let to design, develop and disseminate those products. (Approximately $125,000 in FY 76).

These are the plans that we have developed in order to achieve the highest possible impact from the small amount of funding we expect to have available. Though it is too early to begin writing proposals (application materials and guidelines have not even been approved or published yet), it is not too early to begin planning and coordinating. I wanted to share with you these preliminary plans and thank those of you who who have given us your counsel during these past months.

It is my sincere hope that we advocates in behalf of the gifted and talented, recognizing that we represent a minority group in American education, and recognizing that there are insufficient funds to serve the entire country, will pull together in a unified partnership in behalf of this country's most neglected and valuable natural resource--our two million gifted and talented youth.

INFORMATION AGENCIES

EAST COAST

Mr. James Miley, Assistant Director
ERIC Clearinghouse
1920 Association Drive
Reston, Virginia
(703-620-3660)

WEST COAST

Leadership Training Institute
West Coast Office
Mr. Irving S. Sato
Suite PH-C
316 West 2nd Street
Los Angeles, California 90012

ON THE STATE FRONT

The State Board of Education is currently considering matters of policy in relation to Special Education. Of the eight questions under consideration, several directly relate to the Gifted and Talented with item 2 being of paramount importance. This question, "Should the

concept of Right to Education (as it applies in the case of the Mentally Retarded) including due process hearings be extended to all areas of exceptionalities?"

If accepted as policy the existing programs for gifted and talented students will be assured a permanent place in education, and a push for a full spectrum of differential education will be demanded from the State Board of Education.

The State Board of Education, in wrestling with this question, needs input from the public. Those of us who are advocates of the gifted can provide this input by encouraging adoption of this policy. We can further encourage them to use a 3% figure in the determination of who is gifted rather than the 1% figure they are now considering. PASEMG's executive committee strongly suggests that you write today to one or both of the following:

Mr. Donald Rappaport
Chairman of the State Board of Education
c/o Price Waterhouse and Co.
Second Floor
Independence Mall West
Philadelphia, PA 19116

Dr. James H. Rowland, Sr.
Chairman, Council of Basic Education
812 North 17th Street
Harrisburg, PA 17103

LAUNCHING PARENT GROUPS

Stanley Gutin

Professor, Wilkes College
Wilkes-Barre, Pennsylvania

and

Randall Manning

Supervisor, Gifted Program
Appalachia Intermediate Unit #8
Hollidaysburg, Pennsylvania

There is a real need for organization of parents prior to the "crisis" stage and a comparable need for continued reinforcement of parents in order to sustain their interest and involvement on an on-going basis. Parent groups must function in an advisory capacity to the schools, exert certain subtle pressures on the schools to insure quality programming, be flexible and understanding of the many problems facing the schools and offer support whenever possible. Radical action and reactive militancy does not seem to be as effective a means of handling problem situations as sustained, supportive advocacy.

Unfortunately, gifted children do not evoke the emotional responses in the community nor does the cause for gifted programs have the "political clout" of the handicapped exceptionalities." In spite of this, the gifted continue to be truly handicapped, by lack of adequate

provisions for their needs, perhaps more so than any other exceptionality. The influence of such organizations as the Pennsylvania Association for Retarded Citizens (PARC) and the Association for Children with Learning Disabilities (ACLD) has been most effective in bringing about needed changes to insure appropriate educational opportunities for their own exceptionalities. But what happens to the gifted? Who insures that they have appropriate educational opportunities?

Parents of the gifted must likewise develop effective organizations, both locally as well as at the state and national levels in order to insure that gifted children receive effective programs geared to their needs. Therefore, the following guidelines, adopted from California Parents for the Gifted, are offered as an effective approach to organizing an association of parents of the gifted:

1. Write to established organizations for copies of materials and suggestions.

2. Form a committee composed of several concerned, articulate parents, influential school personnel, prominent community members, and students. Then select a temporary chairman. Discuss problems, need for organization, benefits to be derived, and possible activities. Plan an initial organizing meeting. Choose a topic and speaker of certain appeal to parents of the gifted.

3. Contact key school administrators about the proposed meeting. Enlist their support and involvement, and ask them to facilitate publicity to parents of the gifted via notices to be mailed to known parents of gifted children by the school. Or make contacts independently through a telephone committee.

4. Use part of the first meeting to formulate a sign-up list of parents interested in forming an organization; ask those present to list others who should be contacted.

5. Check the mailing list initially with the school system consultant for the gifted, if there is one, or with an administrator. Add names.

6. At the first meeting, survey parents regarding their special needs and suggestions for activities. Through the organizing committee, appoint a nominating committee, and establish an initial list of needed committees: Constitution, Finance, Community Resources, Liaison with School Board and School Personnel, Legislative, Special Interest Groups for Children and Program are a representative list. You may wish to start with some of these, and add others later.

7. The second meeting can be a combined business and informational meeting: nominations, announcement of committees, communicating results of survey, and a speaker and topic of vital interest to the parents. After elections, conducted either at the meeting or by mail, the organization is on its way.

For parents who wish to develop associations, contact with established groups can be most useful. A comprehensive list would be lengthy; those listed are among the largest and oldest:

California Parents for the Gifted (a federation of all groups)
Beverly King, Executive Director
4821 Don Juan
Woodland Hills, California 91364

Gifted Children's Association of San Fernando Valley, Inc.
5521 Reseda Boulevard
Tarzana, California 91356

Lyceum of the Monterey Peninsula
24945 Valley Way
Carmel, California 93921

San Diego Association for Gifted Children
P. O. Box 9179
San Diego, California 92109

Florida Association for the Gifted
Dorothy Sisk
University of South Florida
Tampa, Florida 33620

Gifted Child Society of New Jersey
Gina Ginsberg, Executive Director
56 Glen Gray Road
Oakland, New Jersey 07436

Texas Association for the Education of the Gifted
F. Beatrice Hall, Executive Director
P. O. Box 547
Austin, Texas 78767

Minnesota Council for the Gifted
Barbara Ross
4567 Gaywood Drive
Minntonka, Minnesota 55331

Additional resource groups in other States and in the other agencies to contact have been compiled by the ERIC Clearinghouse on Handicapped and Gifted Children in a bulletin entitled Gifted and Talented Children and Youth, A Selected Guide to Resources for Information, Materials and Assistance.

The detailed statement which follows is based on the experiences of parents in developing a large and very effective parent federation. It contains many valuable suggestions.

SO YOU WANT TO START AN ASSOCIATION

PHASE I

It is important to remember that each community differs in its needs and each group of parents must evaluate these needs and determine its own goals and objectives and its own method for fulfilling these determined goals. Some associations work closely and cooperatively with their schools in curriculum development and/or in providing in-school, extracurricular, Saturday, or summer programs. Others find it necessary to be essentially independent and provide opportunities for the children on their own while actively working for programs in their schools. School districts should provide a fulltime program within the school day for the gifted that is commensurate with their abilities; work to get it there.

First of all - don't rush headlong into an undertaking of this sort. Don't try to do everything at once. Work on the most important areas first. Impatience is a big problem when a new group begins to form. If you are to be successful, you must take time to explore ideas and develop unity, understanding, and common goals. Take your time and lay a firm foundation for your new association. Start with a reasonably sized steering committee

with an interim chairman and committees. Take time to become acquainted with one another. This can prevent devastating conflicts from arising later. Develop the framework for an association before inviting the general public to participate. Too many voices can make organization difficult. This framework should include a suggested name for your association, suggested by-laws, and suggested goals, objectives, and priorities.

Contact the other associations and ask to be put on their newsletter mailing list. Study their newsletters; you will pick up a lot of good ideas. You might offer to donate a small amount of money to cover printing and mailing costs.

You may want to start with a Parent Education Series or Parent Workshop. Speakers and resource persons should be available through Adult Education, your school district, or from your local college. This is a good way to expose your community to the needs and characteristics of gifted children, to what your schools are providing, and to find the first members of your association. Add other areas gradually as you have the time, people, and cooperation to develop and carry them out.

Cooperate with your schools. Don't operate as an obvious pressure group but let your schools know what you want. As they get to know you and respect your work and the sincerity of your efforts, you'll be amazed at the cooperation extended you. Don't ask for the impossible. Statewide, the gifted represent 3 percent of the school population. Administrators have other areas of responsibility and concern, too. Work for the best classroom situations possible. Remember - there is no such thing as a perfect program; to suggest perfection is to stand still and this we must not do. Become knowledgeable about what the schools are doing and

what they can do through the use of district, state, and federal funds. Encourage use of these funds in ways that are meaningful to your community.

As groups develop in your state, you will benefit from the formation of a federation to encourage and evaluate programs; to seek and encourage state and federal legislation for gifted children by the cooperative efforts of the parent associations for gifted; to exchange information among these groups; to encourage and assist in the formation of new parent associations for gifted; and to provide information to persons who are not in a local parent association.

Efforts in the area of legislation are important. Become familiar with existing and proposed state and federal legislation. Take advantage of every opportunity to educate your legislators about the need for substantial and meaningful programs for gifted students.

PHASE II

In choosing a name for your association, consider the following:

1. Use of the word "gifted" in your name acts as a screening device and avoids misunderstanding of purpose.
2. The word "parent" in your name will clearly indicate that this is a parent rather than a professional group.
3. "Children" in the association name is limiting and has a tendency to alienate the secondary student.

Keep your by-laws as simple and flexible as possible. Most of the housekeeping and business affairs of your association will be performed at Board meetings. Don't hamstring yourself with too many restrictions and specifics or with the necessity of going to your membership for approval to conduct association business. If these specifics must be written down, put them in Standing Rules or Procedures where they can more easily be changed when the need arises (and it will). You will find that a small

core of dedicated hardworking members will be doing most of the work, so make it easy on yourselves. There will be plenty of opportunity for those who really want to participate. Set the required quorum for conducting business at association meetings fairly low.

An Executive Board needs a minimum of three officers - President, Vice President, and Secretary-Treasurer. Beyond that it is optional. Keep your Board flexible so you can add members without amendment as the association grows and as new areas are developed. A good solution to this is to provide in the by-laws for specific officers plus "officers, chairmen, or directors as needed for the efficient and adequate functioning of the association". The vice president should be left free of too many duties in order to act as the president's right hand. This is the officer who must fulfill the presidency in the event of the resignation or incapacity of the president. The vice president should be fully knowledgeable of all functions of the association.

You will be wise to incorporate in order to limit your personal liability and to provide association property and income tax exemptions. Membership dues and donations will be tax deductible by your members. An attorney member may be willing to donate his services.

An Advisory Board including representatives from education, business and industry, and civic organizations is a valuable asset. Associations benefit from the diversity of this approach. Advisors assist your association in two ways. They can provide contacts, advice, scholarships, tours, etc. As they develop an understanding of the needs of gifted they will be a valuable public relations link with your community at large. Encourage your advisors to attend your meetings. However, they are busy people and their attendance should not be required.

Membership dues should realistically permit the association to function without the necessity for fund raising drives. Your membership will appreciate this. Volunteer time of officers and members can best be spent in work toward stated goals. $10 per year, per family is a realistic amount.

Newsletters are an essential link with your membership. Not everyone will attend your meetings. It should provide them not only with association news but also with news of legislative activity, conferences, meetings, hearings, speeches, educational opportunities, research, articles, and studies pertinent to gifted.

Materials mailed to members should carry first class postage or be mailed sufficiently early to insure delivery on time if lower class postage is used. Consult your postmaster for various types of postal permits and bulk mailing rates. A non-profit organization permit enables you to mail 200 or more identical pieces at a greatly reduced rate when mailed at the same time and sorted by zip code.

You will need to explore insurange coverage, especially if you are involving children in classes or activities. Insurance providing for acts of negligence only is available - no medical payment unless negligence is proved. Property damage and non-ownership auto insurance may be advisable. If you use public school or college facilities, the school or college district may wish to be named as an additionally named insured to your policy. Consult a knowledgeable insurance association. In addition, consider using Medical Release, Parent Responsibility, and Trip Permit forms for activities involving minors.

Generally association meetings are planned for an adult audience with the subject limited to the area of gifted (testing, school programs, methods of instruction, characteristics of gifted, legislation, etc.). Occasionally programs should be planned for children and provide topics of an educative nature or an opportunity to showcase their enrichment class achievements (art show, drama production, puppet show, dance, music, science or hobby fair). Association meetings provide the best opportunity for interaction. When possible, plan your meetings to allow for an informal setting, question and answer period or group discussion, modest refreshments, and time to linger and chat with others at the conclusion of the meeting. Business conducted at meetings where young people are present should be limited to announcements. Conduct your necessary business at meetings for adults.

PHASE III

Some associations, in seeking alternatives to inadequate school programs, developed association enrichment programs which they considered a Band-Aid approach to the problem and which would serve the children until such time as stimulating programs were offered in the public schools. While these association programs have been beneficial, you should weigh the following factors carefully if you are considering offering an enrichment program:

1. A community-sponsored education program takes the pressure off the schools to meet the special needs of gifted students.

2. In satisfying the temporary needs of the child, the parents tend to relax and no longer feel the pressure to become involved in the association's goals of quality education for gifted in the public schools. They tend to accept this substitute instead of insisting that the student be served in the regular school program.

3. Enrichment becomes such a time and energy consuming activity that an organization may become totally immersed in the business of enrichment, forgetting that enrichment is not the primary purpose of the association.

4. Extra-curricular enrichment programs continue to penalize a young person for being bright. It takes away time needed for other phases of his development - time to just kick pebbles or watch cloud shapes form.

Comprehensive enrichment programs may build your membership quickly, but parent demand for these programs is insatiable and you may soon find that you have a tiger by the tail. Other associations have been successful by working directly with their school district and by providing informative newsletters, lecture series, parent education, stimulating association meetings, and exciting family outings.

Keeping in mind the above admonitions, there are unique enrichment opportunities which you as an association can provide utilizing special facilities, natural settings, and persons with unusual talents within or near your community. Exercise constant care that these enrichment activities do not become the dominant association effort.

Field trips and cultural outings can be an exciting part of your program. You can provide tours of places not available to an individual (behind-the-scene at the museum, stock market, hospital, courts, library, industry, etc.). Nature outings conducted by a capable leader are very successful (fossil digging, nature walks, tidepools, gem collecting, the zoo).

Special one-day workshops providing in-depth exploration of a subject area.

Special interest clubs in hobby areas. . . chess; model railroading; coin, stamp, or rock collecting.

Career exploration series for secondary students . . .

Enrichment classes offered on a weekly basis presenting an opportunity to explore areas not available through the regular school program . . .

Summer workshops for gifted co-sponsored by, or offered in conjunction with, your local school district, college, or university can offer:

For children. An opportunity to explore, expend, and enrich. Two different approaches to curriculum are:

"Bread and butter" subjects (math, science, humanities) taught in creative and innovative ways. This approach is especially good when teacher training is an important part of the workshop. The teachers can take their experiences and learning back to their regular classroom situation.

Workshops in specific subjects. . . drama, arts, science, math, TV, filmmaking, photography, short story writing, computers, astronomy, marine biology, archaeology, political science, etc.

For parents: A course designed to assist them in understanding and guiding their gifted children.

For teachers: A college credit course designed to train them to understand the needs of and to work creatively with gifted students.

For counselors: A college credit course designed to train them to guide gifted students.

Each of the foregoing enrichment activities needs to be unique and not otherwise available to young people. They should be offered as a "learning for fun" experience only. No tests or grades should be given and no attempt made to evaluate the students' learning or progress. Classes should be kept small to allow for interaction and individual attention. Classes should not be limited to academic subjects; gifted children need to explore other areas, too. Parents must be strongly encouraged to allow the children to select their own activities. Most discipline problems involve children placed in situations chosen by their parents.

PHASE IV

Assimilation of new members is a continuing process. Coffees open to all who are interested, whether new members, old members, or simply interested persons, are invaluable. Here you can give the history, back-

ground, and philosophy of your association. The meetings should be informal and questions encouraged. This is sometimes the first opportunity many parents have had to meet with other parents of gifted and talk freely about their children. Much comfort is derived from finding out that you are not alone with your problems and concerns - that other families are experiencing similar situations.

A library of resource materials on gifted: Most public libraries have a limited collection in this field. Consider contributing books and material to your public library or community college library where they will be available to your members, students, teachers, and the general public. Include books, pamphlets, leaflets, etc. There is much material available from your schools, the State Department of Education, the U. S. Office of Education, and the Government Printing Office.

Testing service: You may want to set up a testing service for your members. Such testing should be administered by a licensed or credentialed school psychologist, not a psychometrist. To be most helpful, the service must include a conference with the parents. Some school districts do not accept private testing for official school records or for identification as gifted. You will need to determine this. Testing can provide information and insights that will be helpful to parents in guiding their children, but do not encourage indiscriminate testing. Parents should have a sound reason, other than idle curiosity, for requesting testing.

Scholarship Fund: You may want to set up a Financial Aid Scholarship program for those families who cannot afford to join and/or participate in activities involving fees. Experience has shown that a minimum payment preserves pride and dignity and gives value to the offering. A

minimum payment provides a sense of commitment; the dropout rate is very high in totally free programs. Encourage families on scholarship to pay what they can afford.

Potpourri of questions: You will find a great variety of questions being asked you by persons seeking information or help.

Can you tell me where I can rent a microscope? Buy specimens for dissection? Do you know of any societies or clubs in my child's hobby. . . chess, astronomy, rocks, and gems?

Information can be compiled on where to get hard-to-find items or on hobby clubs or societies. Other areas are more difficult. You will need to determine a policy regarding recommendations or referrals.

Can you recommend sources for . . . tutoring, music lessons, art classes, foreign language instruction?
Can you recommend a nursery school? A private school?
I'm moving to your area; which schools have the best programs for gifted?
I need to talk to someone; can you help me? My child is in an unhappy school situation . . . inadequate program or teacher, teacher/child conflict, child bored, child disruptive, child underachieving. Or, my child is a loner and has no friends and I'm worried. A sympathetic ear is sometimes the best therapy you can offer.

Publicity: You will not always have control over the publicity given your association, but when seeking or approving publicity, be careful not to exploit or expose the children unnecessarily. Try to encourage sympathetic and intelligent reporting - no "egghead" or "oddball" image and no interviewing of young children on controversial subjects.

GUIDANCE FOR PARENTS OF GIFTED CHILDREN

John C. Gowan

Professor of Education
California State University
Los Angeles, California

The format of this session permitted an open question and answer session in which Dr. Gowan served as consultant. The three major items presented for discussion follow.

(1) What is the role of parents in fostering and sustaining giftedness in their children?

(2) What can parents do collectively to insure appropriate educational opportunities for their gifted children in the public schools?

(3) What effect does single parent families have on the gifted child?

PARENTS AND THEIR CHILD'S GIFTEDNESS

In reaction to the first question we might turn to the research related to creatively gifted children. In a recent study, the comparison of low creative giftedness versus highly creative giftedness, the following factors were considered significant:

(a) The influence of older siblings
(b) The attention of the parent of the opposite sex
(c) Special lessons in music, dance and art
(d) A differentiated structure in rearing characterized by more liberal, less restrictive rearing practices.

After a careful analysis of these factors, we conclude that (b) and (d) tend to be more highly significant. Furthermore, we should consider what the schools can do to compensate for this needed structure when that structure does not exist in the home environment. Obviously there is no true substitute for the stimulating and nurturing home, but schools can offer alternatives which will yield high returns. The research tends to confirm that any intervention seems to yield positive results with gifted children. With enrichment and exposure many of the deficiencies of the non-nurturing home can be minimized. Older students very often become effective substitutes for older siblings and significant adults can affect the young gifted student in many positive areas.

PARENTS AND THEIR CHILD'S EDUCATION

In response to the second question, several possible solutions may be cited.

First, parents have the right and responsibility to monitor the school's program in order to determine the degree to which the curriculum is differentially designed to meet the needs of the gifted population. The advent of such legislation as the "Sunshine Bill" provides parents with the opportunity to attend meetings and, therefore, gives them "input power" at the decision-making level.

A thorough understanding of their district's philosophy of education, particularly as it relates to exceptional children, is essential, as well as an awareness of school law and its implications for gifted children.

Second, parents are an influential lobby whose sphere of influence can effect changes. It is suggested that regular attendance at school board meetings and at other decision-making meetings by well-informed

parents is of the utmost importance. The function of parents here is in an advocacy role as well as serving in an advisory capacity to those who make the decisions.

Third, supplemental to established gifted programs or in the absence of adequate programming for gifted children, parents have been successful in promoting and providing stimulating programs outside the confines of the school. Such activities as Saturday programs, cultural tours, and the provision of mentors for gifted children are cited as examples of parent-initiated activities which have been successful. It is re-emphasized, however, that school law provides for the implementation of differential programs within the schools. The Saturday program or other parent originated provisions should not be the only provisions, but only supplemental to good educational planning for the gifted.

SINGLE PARENTS AND THE GIFTED CHILD

Finally, what can be done regarding gifted children being raised in a single-parent family situation. There is no question that the absence of a parent in the family construct does negatively influence the child. The degree to which it affects the child, however, depends on numerous variables.

Single parents can compensate for the loss by being aware of the child's needs as well as being cognizant of the anxiety created by divorce in the child. Aware of this, then, every effort should be made by both parents to:

(1) maintain a positive relationship with the child;

(2) exclude him from being involved in misunderstandings between the parents;

(3) work out common goals and insure as much consistancy as possible in handling the child; and

(4) diminish any guilt the child may have in relation to his role in the family break-up. In addition, both parents should maintain a supportive attitude and a sustained interest in the child's school program, as well as promote as much of an enriched home environment as possible.

Part III

TEACHER INVOLVEMENT

HUMANITIES FOR THE GIFTED

Jean Farr

Bucks County Intermediate Unit #22
Doylestown, Pennsylvania

Humanities--what is it? At the risk of employing exceptionally poor syntax, Humanities has been defined as "when you get it all together". And perhaps, this is the truest definition, for surely it is more than just a two-hour course. It should be an entire learning experience. The general intent should be a committed effort to relate all disciplines to the study of man and his humanness, and further, to relate all learning to the individual's talents and needs.

We should view the Humanities as a vehicle for providing the best possible learning environment in order for the student to attain these four goals:

1. A coherent view of the world
2. An openness to all the possibilities of a problem, situation, etc.--a recognition of alternatives
3. Development of a critical sense in evaluating a situation, issue, or problem
4. An enthusiasm for the acquisition and humane use of knowledge

These goals, stressed by the National Humanities Faculty, seem rather imposing. Certainly the definition is all-encompassing and rather staggering in implication when one is faced with a class of students with abundant brain power and the teacher is caught with a "teach-anything-because-it-all-relates-to-being-human"philosophy. But like any other program, if carefully planned with a firm foundation, it will not topple.

In Bucks County, an interdisciplanary approach is utilized whereby the social sciences are coordinated with the fine arts. Our programs now extend from the primary level into twelfth grade, exploring mankind via philosophical, political, religious, and artistic planes indicative of respective cultures.

Interspersed with the heavy concentration of social sciences and fine arts is a recurrent emphasis upon the following techniques:

1. Voracious required reading, thematically organized
2. Seminar discussions which attempt to relate the past and present, with an omnipresent emphasis upon contemporary and controversial aspects of our lives
3. Vast amounts of creative writing in addition to the usual research activities and reports
4. Stress upon the essential mechanics of communication, basic skill areas of critical thinking and reading, spelling, word usage, and good composition form
5. Exposure to a diversity of media and resources, i.e., films, museums, universities, visiting lecturers, planetariums, theaters, and concert halls, all for the enhancement of the classroom program
6. Opportunities for artistic productivity by students whereby individual enthusiasms for the arts can be freely expressed
7. Provision for independent study, inquiry, and discovery

The speaker included many specific examples from her own classroom experiences in discussing each of the above areas. She also stressed the particular guidelines and philosophical tenets used in establishing a curriculum geared to the academically talented youngster. The session closed with the remark: "Characterized by a flurry of labor, a myriad of possibilities exist within this program for exciting, rewarding hours of teaching and learning."

EXPLORING CREATIVITY

Louise Roslund
McKeesport School District
McKeesport, Pennsylvania

and

Marion Stitt
Williamsport Public Schools
Williamsport, Pennsylvania

Harold Anderson in Creativity and its Cultivation states that creativity is universal in children, while in adults it is nearly non-existent. The obvious question that ariese is: What happens along the way to this enormous universal resource? This seems to be both the leading question and quest of our present age.

One of the Time-Life series, entitled The Mystery of Creativity, mentions that creativity is not necessarily linked to creative talent. Creativity can be subdivided into the following constituent elements:

1. Heightened perception - the ability to recognize significant aspects of the world that others might miss.
2. Logical connections - the ability to relate observations in a meaningful way.
3. Observed interactions - the courage and drive to apply these perceptions to some new result.

Albert Einstein is credited with the following statement: "To stimulate creativity, one must develop the childlike inclination for play, and the childlike desire for recognition." In order to be a creative child and to have a healthy carry-over into adult creativity, one must consider the following special needs:

1. Child-adult relationships - children need strong models.
2. Relevancy - children need involvement with real-life problems.
3. Classrooms without walls.
4. Time and freedom to be creative.

GUIDANCE FOR TEACHERS OF GIFTED CHILDREN

John C. Gowan

Professor of Education
California State University
Los Angeles, California

Teachers of the gifted must place responsibility on the child for regular curriculum. In addition, the student must, on his own, be prepared to take tests by district wide testing programs and any other tests required by the high school. Approach to subject matter should be self-directed but planned by the teacher. Topics should be exciting to the teacher as excitement is contagious. (See Creative Encounters in the Classroom)

Two prerequisites for an exciting curriculum are as follows:

1. Affective domain is as important as cognitive domain. This can be developed through the use of Piaget's Theory of Contingency.
2. Creativity in gifted children can be induced and stimulated only if the teacher is herself creative.

There should be different ways of identifying gifted children other than IQ, such as biographical information, teacher recommendation, peer recommendation, leadership qualities exhibited, etc. The

Connecticut State Plan is considered one of the best for identification. It allows much latitude for selection. Cal Taylor of the University of Utah in Salt Lake City has a very good biographical survey for the identification of Gifted Children.

There is a need for a differentiated education in preparing the teacher of gifted students. Liberal Arts is the best education for all teachers but especially for teachers of the Gifted. They must know a good amount about the classics, the humanities, and the sciences. However, the greatest need is a rennovation of the teacher training undergraduate program for all teachers, as their first obligation is to teach teachers how to be creative and how to be teachers.